

# Expeditions



**ATARI**  
LEARNING SYSTEMS



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## Using This Program at Home

Many ATARI® Learning Systems program manuals were originally designed for use by teachers in the classroom. The programs themselves, however, are no less engaging and instructive for “independent learners”—children, students, and adults—working at home.

Every manual includes a “Getting Started” section that explains how to load the program into your computer system quickly and easily. Since many basic prompts and other instructions are displayed right on your screen, that’s all you’ll need to begin learning and exploring with most ATARI Learning Systems programs. But whether you’re a parent, a tutor, or a home learner yourself, it’s a good idea to look through the teaching materials in your manual. You’re likely to find important details on using the program, valuable supplementary information on its subject matter, and some creative ideas for getting the most educational and entertainment value out of your ATARI Learning Systems program.

# Introduction

Three simulations—Fur Trade, Voyageurs, and Oregon—for middle school geography, history, or social studies classes make up the *Expeditions* diskette for the ATARI® computer. These simulations chronicle the early history of the fur trade, in the latter half of the 17th century, as an Ottawa Indian leads a party of twenty canoes laden with furs through three different routes across North America.

As trade expanded, so did the need for workers. By the mid 1700s, furs were transported largely in canoes by a new class of men called voyageurs. The second program simulates the life of the voyageurs, on the lakes and rivers of what is now northern Minnesota.

The 19th century saw another kind of expedition, with still another kind of American. The overland trek by covered wagon, beginning at Independence, Missouri, and ending at Oregon City, Oregon, is conveyed in the third simulation.

The computer reenactments, Fur Trade, Voyageurs, and Oregon, require students to consider the decisions, outcomes, hardships, and successes of three different groups of people during three historical periods. At best, simulations can only suggest larger experiences. To go further requires the guidance of teachers and outside resource materials. To aid teachers in helping students to achieve the overall objectives listed for each program, this guide includes background information, study guides, and suggestions for using the computer programs in the classroom.

Handout and Study Guide pages in this guide may be duplicated for use with students.

# **Index to Programs on Diskette**

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## **Fur Trade**

Simulates the travel of an Ottawa Indian leading a fur trading expedition in the mid to late 1600s, via three alternate routes across North America

## **Voyageur**

Simulates the travel of voyageurs from Grand Portage on Lake Superior into the fur trading country beyond in the late 18th and early 19th centuries

## **Oregon**

Simulates a 2,040-mile trip along the Oregon Trail, beginning at Independence, Missouri, in 1847 and ending in Oregon City, Oregon

# Getting Started

Follow these steps to load the Expeditions program into your ATARI computer system:

1. With your computer turned off, turn on your television set or monitor and disk drive. Wait for the busy light on the disk drive to go out.
2. If your computer is *not* equipped with built-in ATARI BASIC, insert an ATARI BASIC cartridge in the cartridge slot (the left cartridge slot on the ATARI 800® computer).
3. Insert the Expeditions diskette in your disk drive (disk drive 1, if you have more than one drive) and close the disk drive door or latch.
4. Turn on your computer. As your disk drive goes to work, you'll hear a beeping sound while the first part of the program loads into your computer. After several moments, a title screen will appear on your screen, followed by a menu of program selections.

Because your computer loads portions of the program as you use them, you must leave the Expeditions diskette in your disk drive while using the program.

If a question asked by the Expeditions program requires a simple Yes or No answer, you may respond by typing **YES** or **NO**, or simply by typing **Y** or **N**. Always press **RETURN** to confirm your response to a question. You may usually change your response before pressing **RETURN**; just use the **DELETE BACK SPACE** key to delete your original response, then type in the new response.



# Getting Started

To return to the program menu, hold down the **ESC** key. When the question Do you want to try again? appears, type **N** and press **RETURN**.

For access to any teacher options available in the Expeditions program, press **CTRL** and **A** simultaneously.

# Fur Trade

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## Early History of Fur Trading

Specific Areas:	History, Social Studies, Economics
Type:	Simulation
Reading Level:	4 (Fry)
Grade Level:	5–7

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## Description

Fur Trade is a simulation in which students role-play an Ottawa Indian leader of a fur trading expedition. The time is the mid to late 1600s, and the area covered is a broad section of North America from Hudson Bay down across the Great Lakes to Montreal and to Fort Albany on the Hudson River. The journey requires student decisions: where to trade, what furs to trade, and how to handle chance events that occur along the route to the chosen trading post.

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## Objectives

- To understand the contribution of the Indian to the development of the fur trade
- To associate the settlement of parts of North America with the development of the fur trade

# Fur Trade

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## Background Information

Fishing and hunting were the primary occupations of the Indians and later of the Europeans who lived in French Canada, the Hudson Bay area, and other parts of North America in the 17th and 18th centuries. Among the animals hunted, the beaver was the most coveted for its pelt. Because of its warmth, light weight, and abundance, beaver created a flourishing European market for fashionable hats and coats. To this day, the Hudson's Bay Company displays the beaver on its coat of arms, and the Canadian five-cent piece also carries the image of this once-plentiful animal. Recognition was well earned, for as the trader—first the Indian and later the European—pursued the beaver into the Canadian interior, the North American continent was explored and settled.

At first, trading at the established forts and trading spots was with the Indians. Trading posts were established along the Great Lakes region and along the Hudson River and its tributaries. From the Gulf of St. Lawrence down the St. Lawrence River and following the waterways into Canada or into New York territory, the sites of trading flourished. The names of trading sites remain: Quebec, Montreal, Three Rivers, Albany, New York, Fort Niagara, Sault Ste. Marie, and Grand Portage. (A map of French Canada and Hudson Bay as it looked in the mid 1700s is on page 11.)

## **Fur Trade**

In the simulation *Fur Trade*, there are three locations to travel to: Hudson Bay, Fort Albany, and Montreal. If one fort is harder to reach in comparison to the others—because of the portage involved or of traveling through dangerous territory—the exchange value of the fur pelts rises. The simulation is limited to four types of furs to trade: mink, beaver, deer, and fox. Students are told the total number of furs their canoes can carry, and then must decide how many of each type they have. The computer re-creates events the fur traders might have experienced. For example, a canoe is swamped and furs are lost; the weather turns treacherous; illness strikes.

In each run of the program, the student's role is that of an Ottawa Indian coming from home territory and leading a fur party to one of three forts. Outcomes of decisions are reported along with the number of people, canoes, and furs, the state of group morale, and progress week by week.

# Fur Trade

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## French Canada and Hudson Bay— Mid 1700s



# Fur Trade

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## Use in an Instructional Setting

The image of the fur trader as a colorful folk hero of North America is found in literature, painting, film, and song. The Fur Trade program concentrates on the early fur trader: the North American Indian particularized in the computer program as an Ottawa. The study guide for Fur Trade, Handout 1, brings together a few considerations that students need to expand on through classwork or outside reading.

The suggestions that follow can be used by students individually or in small discussion groups. Use the computer program in conjunction with handouts and outside reading to lead students:

- To discover the major responsibilities assumed by the leader of the expedition, whose gifts of persuasion must
  - keep all the people together
  - lead along the way
  - organize everyone in case of attack
  - bargain the cargo of furs at the trading place
  - get everyone back home before the rivers and lakes freeze
- To discover the rich variety of fur-bearing animals supported in the region, their value to the Indian and to the European, and the kinds of goods offered in trade. Use Handouts 2a, 2b, and 3 to have students expand on the examples of furs and trade goods identified in the computer program. The purpose of Handouts 2a and 2b is to encourage students to scrutinize an actual list of trade items, define the unfamiliar ones, and then, by playing storekeeper, categorize and find a

# Fur Trade

logical scheme for arranging them. Students can use Handout 3 for jotting down brief descriptions of each animal or object. Handout 3 can also be a source of ideas for an oral or written report—for example, a report on the beaver or a report on the decorative clay pots of a particular group of Indian people.

Have students use Handout 4a with the computer program to record data given on the first and last report screens. Some students may wish to go further by using Handout 4b:

- To *approximate* the exchange values of particular trade items in terms of beaver
- To determine what quantities of goods they could expect to receive for the number of furs shown on the final report on Fur Trade.

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## Follow-up Activities

Have students role-play the bartering between Indian fur trader and European storekeeper.

In Fur Trade the emphasis is on the Indian fur trader and the safe delivery and exchange of goods. Have students run the Voyageur program, which emphasizes the transportation of furs by men who entered the fur trade at a later time as employees of the large fur trading companies.

Ask interested students to investigate the nature of the fur industry today. Where are the principal markets for fur? Which animals are most valued for their fur? What about the animals themselves—what effect does the fur business have on their populations?

## Fur Trade

Name \_\_\_\_\_

Class \_\_\_\_\_

Date \_\_\_\_\_

Answer the following questions by referring to your text or other source books in the classroom or library.

1. Find Quebec and Montreal on a map.

a. On what river are these two cities built? \_\_\_\_\_

b. The St. Lawrence River enters into which of the Great Lakes?

\_\_\_\_\_

c. Fort Orange was the Dutch name for \_\_\_\_\_. The fort was situated on what river?

\_\_\_\_\_



2. From your study of fur trading:

a. What three countries fought wars to gain mastery of the fur trade industry in the 1600s? \_\_\_\_\_

b. Who was John Jacob Astor? \_\_\_\_\_

c. Why were furs valuable to the Europeans? \_\_\_\_\_

3. The fur trappers and traders used canoes to travel the lakes and rivers.

a. What advantages did this form of travel have? \_\_\_\_\_

b. What disadvantages? \_\_\_\_\_

Name \_\_\_\_\_

Class \_\_\_\_\_

Date \_\_\_\_\_

---

4. Hunting fur animals didn't begin with the European settlers.

a. How did the Indians hunt animals? \_\_\_\_\_

b. What was the weapon of the European settlers? \_\_\_\_\_

c. Why did the Indians hunt animals? \_\_\_\_\_

d. Why did the Europeans want large quantities of furs? \_\_\_\_\_

5. When people from different worlds meet, many things can happen.
- a. How might Indians have felt when they met white men? \_\_\_\_\_  
\_\_\_\_\_
  - b. How might Europeans have felt? \_\_\_\_\_  
\_\_\_\_\_
  - c. What else did Indians have to exchange besides furs? \_\_\_\_\_  
\_\_\_\_\_

# Fur Trade

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## Study Guide Answer Sheet

1.
  - a. St. Lawrence River
  - b. Lake Ontario
  - c. Albany, New York      Hudson River
2.
  - a. France   England   Holland
  - b. Organizer of the American Fur Company.  
He tried to control the fur trade in the  
Pacific Northwest
  - c. For the profits to be made from selling  
the furs used for making hats and  
trimming coats
3.
  - a. Canoes were lightweight and swift and  
they were made from materials found in  
the forest.
  - b. Canoes could break apart easily, needed  
frequent repair, and required  
considerable skill and care to navigate.

## Fur Trade

4.
  - a. With simple weapons and later with traps
  - b. Guns
  - c. For food and clothing
  - d. To supply the growing market for fashionable hats and coats made from fur, and to realize large profits
5.
  - a&b. The questions aim at eliciting a range of feelings. No single word can answer for either part a or b. Ask students who have seen the film *E. T.* to recall the variety of feelings and responses expressed between earth people and the visitor from outer space.
  - c. Services and culture. Indians served, for example, as guides for explorers, hunters, and settlers, and as teachers of canoe building and food gathering and preparation.

# What the White Man Traded

Name	
Class	Date

Here are some items that were offered in exchange for furs. If you ran a trading post, how would you arrange these items? Write them on Handout 2b.

- |            |           |            |
|------------|-----------|------------|
| rum        | guns      | beads      |
| hats       | gunpowder | pins       |
| blanketing | linen     | brandy     |
| calico     | wampum    | tobacco    |
| lace       | thread    | vermillion |
| gartering  | stockings | bracelets  |
| cloth      | knives    | thimbles   |

brass	tin kettles	wine
copper kettles	traps	flour
axes	hoes	jackets
brass wire	files	flint
awls	needles	lead
buttons	combs	whistles
trousers	jew's harps	rings
mirrors	nails	sugar
silver jewelry	fishhooks	hammers
scissors		chisels

# What the White Man Traded

Name

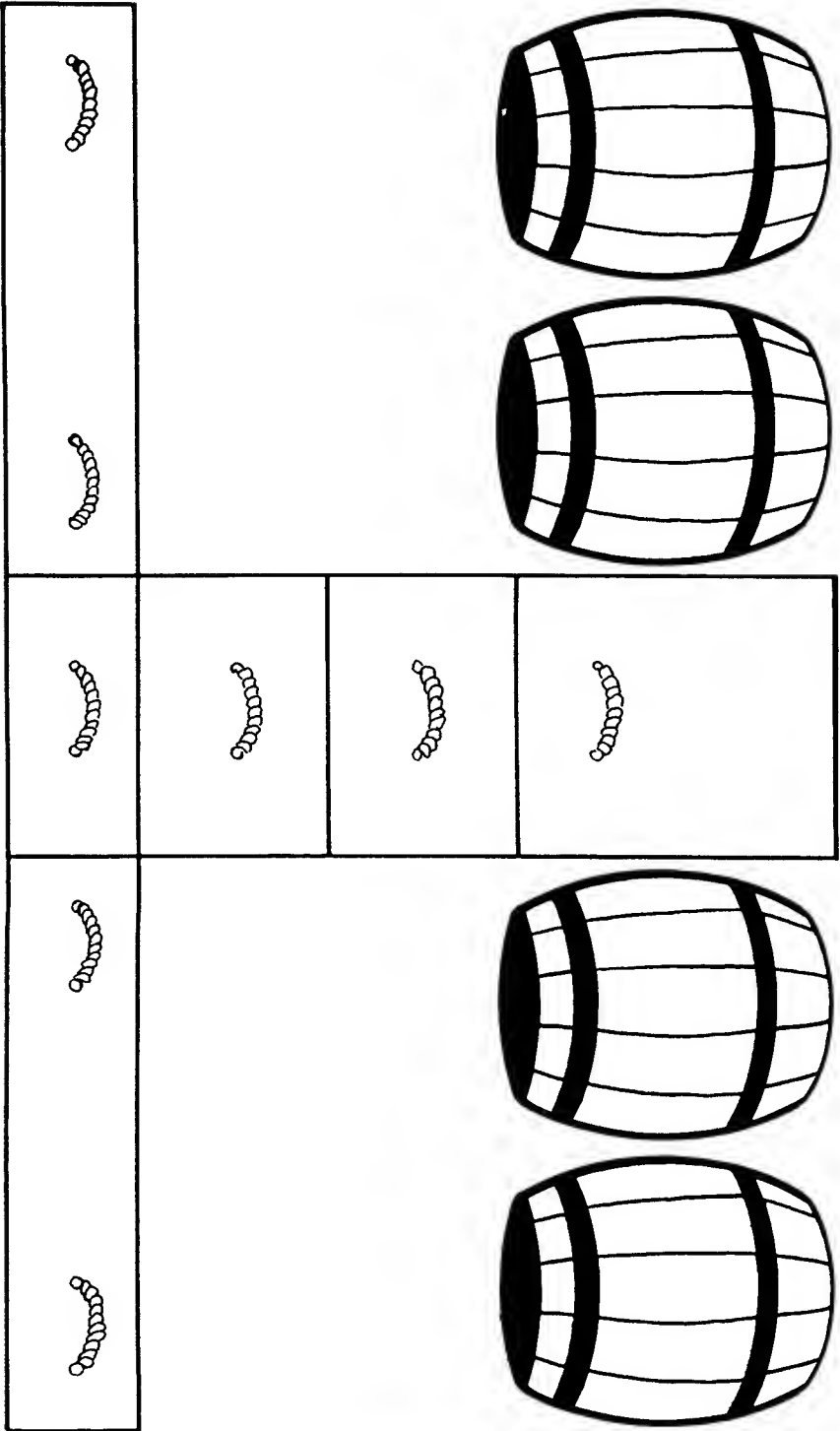
## Class

Date \_\_\_\_\_

Handout 2b

[illegible]





## What the Indians Traded

Name \_\_\_\_\_

Class \_\_\_\_\_ Date \_\_\_\_\_

Here are some types of furs or hides that Indians gave in exchange for goods at the trading posts. Can you give a brief description of the animals?

marten \_\_\_\_\_

otter \_\_\_\_\_

muskrat \_\_\_\_\_

wolf \_\_\_\_\_

lynx \_\_\_\_\_

fox \_\_\_\_\_

beaver \_\_\_\_\_

mink \_\_\_\_\_

wildcat \_\_\_\_\_

raccoon \_\_\_\_\_

deer \_\_\_\_\_

Can you describe the use and appearance of objects that Indians made from these materials?

stone \_\_\_\_\_

wood \_\_\_\_\_

bone \_\_\_\_\_

shell \_\_\_\_\_

clay \_\_\_\_\_

# Fur Trade Summary

Name \_\_\_\_\_

Class \_\_\_\_\_ Date \_\_\_\_\_

---

Route chosen: Hudson Bay \_\_\_\_\_ Montreal \_\_\_\_\_ Fort Albany \_\_\_\_\_

How many miles is it to your destination \_\_\_\_\_ Number of weeks \_\_\_\_\_

Miles covered	Miles covered
week 1 _____	week 7 _____
week 2 _____	week 8 _____
week 3 _____	week 9 _____
week 4 _____	week 10 _____
week 5 _____	week 11 _____
week 6 _____	week 12 _____

Did you reach your destination? Yes \_\_\_\_\_ No \_\_\_\_\_

If "No," what happened? \_\_\_\_\_

If "Yes," how many people arrived safely? \_\_\_\_\_

how many canoes? \_\_\_\_\_

What was the value of your furs in beaver? \_\_\_\_\_

How many weeks did you travel? \_\_\_\_\_ How many miles? \_\_\_\_\_

What trade goods would you like to take back for your use and that of your people?

<u>Trade Goods</u>	<u>Quantity</u>	<u>Furs Exchanged</u>	<u>Quantity</u>
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

What could happen on the trip back to your hunting grounds? \_\_\_\_\_

# Trading Table

No. of Articles	Goods Carried to trade with	Their Value when barter'd with the Indians	
1	Beads "le Milk"	$\frac{1}{2}$	Pound for 1 Beaver
2	Ditto coloured	$\frac{3}{4}$	Ditto for 1
3	Kettles "Brafts"	1	Ditto for 1
4	Lead Black	1	Ditto for 1
5	Gun-Powder	$1\frac{1}{2}$	Ditto for 1
6	Shot	5	Ditto for 1
7	Sugar	2	Ditto for 1

8	Tobacco Brazil	1	Ditto for	1
9	Ditto Leaf	1½	Ditto for	1
10	Ditto Roll	1½	Ditto for	1
11	Thread	1	Ditto for	2
12	Vermillion	1½	Ounce for	1
13	Brandy	1	Gallon for	4
14	Broad Cloth	1	Yard for	2
15	Blankets	1	for	6
16	Bays	1	Yard for	1
				17 Duffels
				C c

Reprinted from *The World for a Marketplace* by John Parker, this table reflects the use of beaver pelts as a standard of value for all trade goods. It is from Arthur Dobbs, *An Account of the Countries adjoining to Hudson's Bay*, London, 1744. Notice that some spellings and some uses of upper-case letters are different from ours today.

# Fur Trade

## Sample Runs

Students are introduced to the historical role they'll play and the choice of routes to follow. Two succeeding screens will accept their choice and then display a map with the chosen route highlighted in red (or shadowed, if on a black and white monitor).

The screen explains that the values of fox, mink, and deer are expressed in terms of beaver. Students should understand that the program works with a small sample; that a rich variety of furs and trade goods had a "beaver value." See handouts for Fur Trade.

You are an Ottawa Indian in charge of leading a fur trading expedition of twenty canoes. You must choose where you will trade your furs:

HUDSON BAY - This route is the most difficult. You must travel very fast to reach it and return before winter. There are many portages. Fur prices are very good.

FORT ALBANY - This route is less difficult but you must travel up the Hudson River through Iroquois territory. Fur prices are good.

MONTREAL - This route up the St. Lawrence River is the easiest to travel but the trading prices for your furs will be the lowest.

Press **RETURN** to continue.

The value of each type of fur skin is measured in terms of beaver. For example, one fox skin can be worth three beaver skins, which makes it a more valuable skin than a beaver skin.

The value amount of trading goods you will receive in exchange for your furs is different for each fort.

Press **RETURN** to continue.

## Examples of Screen Output



# Fur Trade

## Sample Runs

Students choose the quantity of each type of fur. Furs must total 1000. Thereafter they make their way through events that further or impede their progress along the chosen route.

If students reach their destination, a summary table shows totals at departure and arrival and the value in beaver to exchange for trade goods.

```
1 Fox skin = 3 Beaver skins
1 Mink skin = 2 Beaver skins
2 Deer skins = 1 Beaver skin
```

How many beaver skins do you have? 400

How many fox skins do you have? 300

How many mink skins do you have? 200

How many deer skins do you have? 100■

You left with:

```
40 people
20 canoes
1000 furs
```

You arrive with:

```
40 people
18 canoes
900 furs
```

The values of furs at the  
HUDSON'S BAY TRADING POST are:

425 fox	=	1425 beaver
475 mink	=	950 beaver
0 deer	=	0 beaver
<u>0 beaver</u>	=	<u>0 beaver</u>
900 furs	=	2375 beaver

Press **RETURN** to continue.

## Examples of Screen Output

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## Canoeing the Voyageur Highway

Specific Areas:	History, Social Studies
Type:	Simulation
Reading Level:	4 (Spache)
Grade Level:	4–6

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## Description

This program simulates experiences of the voyageurs who traveled by canoe from Grand Portage on Lake Superior into the fur trading country beyond, during the late 18th and early 19th centuries. Students decide the combination of provisions and trade goods to carry on the trip and whether to stop or go on when randomly simulated events intercede. The goal is to reach the destination (Rainy Lake) in as short a time as possible, with crew safe and trading goods intact.

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## Objectives

- To study the development of the fur trade by understanding its parts:
  - the influence of geography
  - the human participants
  - the market for furs

# Voyageur

- To study in detail a part of the fur trade through simulating the experience of the voyageur
- by controlling variables (the quantities of goods needed to survive a journey by canoe)
- by making decisions to effect an outcome

---

## Background Information

This program simulates the late 18th and early 19th centuries in the northern lakes and woods of what is now Minnesota at a time when the buying and selling of furs was a major industry. Specifically, students examine the role of the voyageur. (Voyageur is a French word for a worker employed by the great fur trading companies to transport furs from the interior waterways to the coastal trading centers.)

Our simulated trip begins at Grand Portage on Lake Superior. The “Great Carrying Place” was where voyageurs coming in from points east and west gathered in early summer to load and unload cargoes of furs and trade goods, and to repair and restore their canoes.

Students decide how many of the thirty packs contain supplies and how many contain trade goods. Each pack weighs ninety pounds.

With the exception of pemmican and beads and trinkets, any of the items could be used either as provisions along the way or for trade at the fort.

Pemmican (the name is a Cree Indian word) was a favorite food to carry because of its high protein, light weight, and compactness. It was made from pounded buffalo or venison meat, which was covered with fat and shaped into small blocks (three to four inches square). Sometimes raisins or other fruits were added.

“Beads and trinkets” is a catchall category for a large number of items that might have included silver or glass jewelry, combs, mirrors, thread, needles, pins, and the like.

If students apportion too few of the packs as supplies, the men might become very hungry and unhappy. If morale gets too low there could be the threat of mutiny. On the other hand, if too many of the packs are declared supplies, there'll be less to trade with at the destination.

In addition to controlling provisions and trade goods, students control the number of days to delay in response to an event such as “heavy wind.” Another kind of mishap that occurs along the way is that the fire goes out under the cooking pot and there's no breakfast worth eating that morning. Often, a fire was made at night under a pot that held a ration of dried peas for each man, and an equal amount of water. This, plus whatever else fell to the pot, was simmered throughout the night and eaten early the next morning before the men broke camp.

# Voyageur

Progress reports are given with each day, and at the end there's a summary of the total number of days used to arrive at Rainy Lake, conditions of the canoes, morale of the men, and quantities of supplies and trade goods.

The voyageurs, laden with packs of supplies and trading goods, make overland portages and steer their canoes along the rivers and lakes en route to Fort St. Pierre on Rainy Lake.

Locations along the route include these:

Grand Portage - Partridge Portage - Outarde Portage

Moose Portage - New Grand Portage - Height of Land Portage

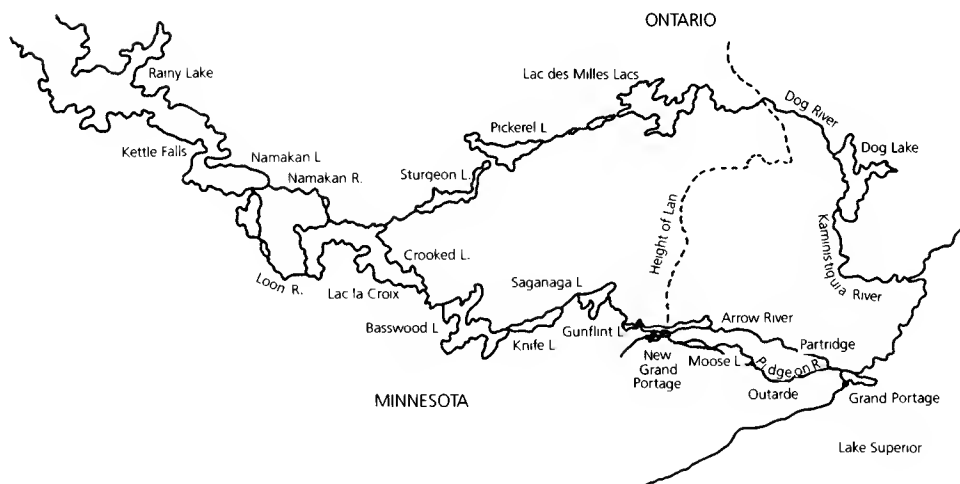
Gunflint Lake - Marabou-Knife Lake

Lac la Croix near Mai Island - Rainy Lake

The map on the following page is based on a portion of a voyageur route from Grand Portage to Lake Winnipeg, which began on Saturday, July 19, 1800. (Alexander Henry, Chapter II, *Travels and Adventures*, ed. S. Bain, Toronto, 1901.)

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## Map based on the travels of Alexander Henry, 1800



# Voyageur

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## Use in an Instructional Setting

### Preparation

The *Voyageur* program needs to be viewed against a broader background or larger unit of study than the simulation alone can provide. To help establish a framework for using the program, consider the following activities.

Have students form six study groups that correspond to the six Study Guide Sheets provided with *Voyageur*:

Beavers	Rivers and	Canoes
	Lakes	
Voyageurs	Indian People	Fur Trading Companies

Direct groups to use textbooks, libraries, historical societies, and museums for source material, to gather as much information as they can to answer the questions on the study guide. Groups can work as a team or assign their individual members specific questions. Stress the information-gathering aspect—that the study guide questions are a framework on which to build.

You may wish to break information-gathering activities with a variety of related art projects:

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## **Rivers and Lakes**

Provide students with a continuous roll of wide paper or with sheets of tacked-together newsprint to stretch across the front of the classroom or an adjoining corridor. Aided by maps and their research, students can sketch in rivers and lakes. Enthusiastic approximations are more important than accuracy. (Place names should be carefully printed. “Rivers and Lakes” students can tape or pin the names into place during their presentation.)

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## **Beavers**

Provide “Beavers” with illustrations and descriptions of the animal, and have them use coat hangers, newspapers, flour, water, and paints to construct a life-size papier-mâché beaver.

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## **Voyageurs**

Have the group use crayons or paint, bits of yarn, and scraps of cloth to make paper bag puppets that illustrate their individual conceptions of a voyageur.



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## **Indian People**

Add beads and feathers to the items provided the Voyageurs, and have each member of this group make a paper bag puppet to include some special characteristic of Indian dress. Encourage students toward variety—there were many types of dress; no one style was typical of all Indians.

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## **Canoes**

Have students work from pictures and from what they've learned about canoe building to make individual canoes. Provide strips of firm cardboard, brown paper, glue, paints, and so forth.

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## **Fur Trading Companies**

Provide students with the same basic items given the Voyageurs—but add scraps of choice fabric and bits of lace. Have them construct paper bag puppets to represent a giant of the fur trade, such as John Jacob Astor.

Conduct oral presentations based on Study Guides and art projects.

---

## Using the Program

Use the Voyageur program to bring all the information-gathering together. Study Guides, art projects, and presentations have emphasized various human and material components that made up the fur trade overall. With the computer program the focus is on a particular route, specific stopping points, and getting goods to Rainy Lake, where they'll be traded for furs.

Form the class into small groups, and have each group select members to play these roles:

- The “bourgeois” or company man who decides the quantities of supplies and trade goods in the 30 packs
- A voyageur to carry out orders, by entering them at the keyboard
- A “commis” or clerk to sit near the computer and keep the daily log, using Handout 7
- A reactor to observe what happens along the way to Rainy Lake
- Commentators to tell what might have happened, but didn't

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## Follow-up

Use the following statement as a challenge for students. Does information gathered over several days prove or disprove the importance of the beaver to the development of North America?

“The early history of Europeans on this continent cannot be understood unless it is related to the habits of the beaver and the quality of its fur.”

John Parker, *The World for a Marketplace*

Print the Indian names of places, lakes, and rivers on individual cards and put them in a box. Have students draw a card and write a poem or story on sounds and pictures suggested by their word.

Have students write away for historical and current materials. For addresses, students should check in the reference department of their local library.

Suggest students read about 20th century canoe travel. A good place to start is with the account of noted journalist-newscaster Eric Sevareid. When he graduated from high school in 1930, he made a 2,250-mile trip from Minneapolis to Hudson Bay by canoe. He wrote about it in a book called *Canoeing with the Cree*.

# Voyageur

Name \_\_\_\_\_

Class \_\_\_\_\_

Date \_\_\_\_\_

## The Beaver

1. What does the word “beaver” mean? \_\_\_\_\_

2. Describe the types of fur the beaver has. \_\_\_\_\_

3. What is the beaver’s home called? \_\_\_\_\_

4. What are beaver homes made of? \_\_\_\_\_

5. How are the homes built? \_\_\_\_\_

6. Where do beavers build their homes? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### **People's Use of the Beaver**

7. Beaver fur was very valuable in Europe and in America, particularly before the 20th century. Why was the fur valuable? What was it used for?  
\_\_\_\_\_  
\_\_\_\_\_

## Voyageur

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8. How were beavers killed? \_\_\_\_\_

9. Who killed beavers?

a. \_\_\_\_\_

b. \_\_\_\_\_

a. Why did group a. kill beavers? \_\_\_\_\_

b. Why did group b. kill beavers? \_\_\_\_\_

10. Are beavers plentiful today? \_\_\_\_\_ If not, why not? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Draw a beaver**

Name \_\_\_\_\_

Class \_\_\_\_\_

Date \_\_\_\_\_

---

## The Voyageur

### Draw a voyageur

1. "Voyageur is a French word.  
What does it mean? \_\_\_\_\_

2. Were the voyageurs English-  
speaking? \_\_\_\_\_

3. What kind of work did they do? \_\_\_\_\_

4. How did they dress? \_\_\_\_\_



5. Who were the “pork eaters”? \_\_\_\_\_  
\_\_\_\_\_
6. Who were the “winterers”? \_\_\_\_\_  
\_\_\_\_\_
7. What kind of goods did the voyageurs carry for trade? \_\_\_\_\_  
\_\_\_\_\_
8. If you were a voyageur, what fur company would you like to work for? \_\_\_\_\_  
\_\_\_\_\_
9. What kinds of furs would you carry in your canoe? \_\_\_\_\_  
\_\_\_\_\_

# Voyageur

Name \_\_\_\_\_

Class \_\_\_\_\_

Date \_\_\_\_\_

## Canoes

1. What was the name of the largest canoe the voyageurs used? \_\_\_\_\_

How long was it? \_\_\_\_\_ How many men did it hold? \_\_\_\_\_

2. What was the name of the smallest canoe the voyageurs used? \_\_\_\_\_

How long was it? \_\_\_\_\_ How many men did it hold? \_\_\_\_\_

3. The Indians taught the voyageurs how to build canoes. What were the canoes made of? \_\_\_\_\_

4. What is "watap"? \_\_\_\_\_

5. What was the gum of the pine tree used for? \_\_\_\_\_  
\_\_\_\_\_
6. Who sat in front of the canoe? \_\_\_\_\_ What was his job? \_\_\_\_\_  
\_\_\_\_\_
7. What was the rear of the canoe called? \_\_\_\_\_
8. If you were a voyageur, how would you unload your canoe? \_\_\_\_\_  
\_\_\_\_\_

**Draw your canoe**

# Voyageur

Name \_\_\_\_\_

Class \_\_\_\_\_

Date \_\_\_\_\_

---

## Rivers and Lakes

You are a voyageur from Montreal. You're going to canoe to Grand Portage.

1. Name the river where you will begin your journey. \_\_\_\_\_
2. What time of year is it? \_\_\_\_\_
3. On what two big lakes will you travel? \_\_\_\_\_
4. What is a "traverse"? \_\_\_\_\_
5. What is a "portage"? \_\_\_\_\_
6. What is the greatest danger on the river? \_\_\_\_\_  
on the big lakes? \_\_\_\_\_

7. You stop at Fort William. (Today Fort William is called Thunder Bay.)

What lake is it on? \_\_\_\_\_

The lake today is surrounded by what two countries? \_\_\_\_\_

and \_\_\_\_\_

8. What big rivers did your friend travel down when he left Hudson Bay?

9. What big lake did he cross? \_\_\_\_\_

**Draw a map of some rivers and lakes, and include Grand Portage.**

Name \_\_\_\_\_

Class \_\_\_\_\_

Date \_\_\_\_\_

### Indian People

### Draw your picture

1. You are an Indian of the people called Algonquin. Your people live in what parts of North America?  
\_\_\_\_\_

2. You have a long robe made of beaver. A fur trader wants your coat.  
\_\_\_\_\_

What goods might he have to trade? \_\_\_\_\_

3. The fur trader wants many beaver. You know where they are and how to get them. Where will you find the beaver and how will you hunt them?  
\_\_\_\_\_

---

4. You are an Indian of the people called Ojibwe, also called Chippewa. Your people live around and west of what large lake?

---

5. How do you get your food? \_\_\_\_\_

6. Your mother has a new copper kettle to cook in. Where did it come from? \_\_\_\_\_

7. What did she use before she got the copper kettle? \_\_\_\_\_

8. You are an Indian of the Dakota people. In what part of North America do your people live? \_\_\_\_\_

9. You travel two rivers. One river, which flows east, is the Assiniboine. (In English "Assiniboine" means "one who cooks with heated stones." The other river is called the Red River of the North. It flows into what big lake?

---

10. What is the largest animal you hunt? \_\_\_\_\_

# Voyageur

Name \_\_\_\_\_

Class \_\_\_\_\_

Date \_\_\_\_\_

## Fur Trading Companies

1. You work for the Hudson's Bay Company. How long has your company been in business?

\_\_\_\_\_

2. How did your business get started?

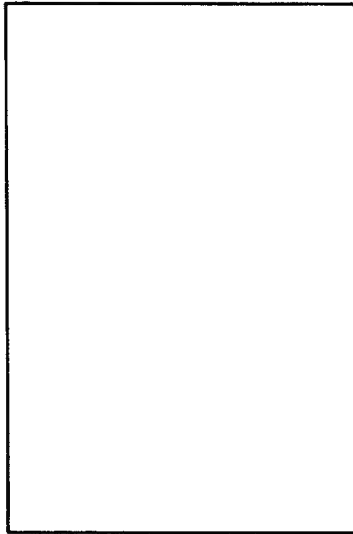
\_\_\_\_\_

\_\_\_\_\_

3. Who traded with the Hudson's Bay Company? \_\_\_\_\_

\_\_\_\_\_

## Draw a trading post





4. What foreign countries bought furs? \_\_\_\_\_  
\_\_\_\_\_
5. Why did they want the furs? \_\_\_\_\_  
\_\_\_\_\_
6. The North West Company was formed in 1783. Where were its  
headquarters? \_\_\_\_\_
7. John Jacob Astor headed what fur company? \_\_\_\_\_
8. His company had many trading posts. Where were some of them?  
\_\_\_\_\_

---

**Answer Sheet  
Study Guide  
Answers and  
Supplemental  
Information  
for Teachers****Study Guide 1**

1. (Literally) “brown water animal.”
2. Short undercoat hairs of wool used in making felt. Long outer coat of guard hairs.
3. *Den* in the bank along a stream, or *lodge* in ponds or lakes; both with underwater tunnels.
- 4&5. Beavers gather and heap sticks, stones, brush, and mud on pond bottoms to a height of 6–8 feet above water. Large chambers are hollowed out for sleeping, and smoothed for feeding and grooming areas. Mud and sticks are continually added to the outside for strength. A “chimney” is left at the top for ventilation.
6. Ponds and lakes, and along stream banks.
7. Fur was prized for its warmth and light weight.
- 8&9. With ice chisels or spears. Later, about 1820, traps with bait were set—beavers were easy to trap because they stayed close to their homes, which are easily found. At first, Indians killed beavers for their own use, using simple weapons; later, they trapped for trade. As the trade grew, Europeans, notably the French, trapped to supply a flourishing market.
10. They are not plentiful. Too many were killed for their fur.

---

## Study Guide 2

1. Traveler.
2. No. Most were French Canadians and spoke French.
3. They transported furs in large canoes down the waterways from the fur country to the trading companies.
4. Colorfully. Usually a long-sleeved shirt and loose pants, with a sash around each knee. When paddling, they wore breechcloths, and maybe deerskin leggings for protection on portages. In winter, they wore warm hooded coats made from blankets. Under a red stocking cap, black hair hung shoulder-length.
5. Beginner voyageurs who took trade goods from Montreal down to exchange posts in early summer and took furs back to Montreal.
6. “Winterers” were more experienced men who spent winters at interior posts and exchanged trade goods for Indian furs.
7. Many varied items—cloth, beads, needles and thread, small mirrors, bracelets, guns, kettles, steel traps, knives, and axes. (See Handout 2 for Fur Trade.)
8. Major companies were Hudson’s Bay Co., American Fur Co., and North West Co.
9. Beaver, wolf, fox, lynx, mink, and muskrat. (See Handout 3 for Fur Trade.)

---

## Study Guide 3

1. Montreal canoe. Forty feet (5–6 feet wide). Fourteen people.
2. North canoe. Twenty-five feet (5–6 feet wide). Eight people.
3. Cedar strips and birch bark.
4. Roots of the spruce tree. Used for sewing the high ends together and the bark to the frame.
5. The gum was heated and spread over the seams. As it cooled, it hardened and sealed.
6. The bowsman sat in front and guided.
7. The stern; the steersman sat there.
8. With great care. Indians taught the voyageurs how to build and care for birch bark canoes—to step out in shallow water and remove heavy packs, and to lift the canoe out of the water and set it overturned on the land.

---

## Study Guide 4

1. Ottawa River.
2. Spring, probably April.
3. Lake Huron and Lake Superior
4. A crossing over a large body of water.
5. The carrying of a canoe and cargo overland between waterways.
6. Rapids. Storms.
7. Lake Superior. The United States and Canada.
8. The Churchill and the Nelson. (Other rivers—Hayes, Winnipeg, Red, Assiniboine, Rainey—are also possible; the point is to distinguish a western route from an eastern.)
9. Lake Winnipeg.

---

## Study Guide 5

1. The Algonquin (a language group) lived primarily in the northeastern areas of North America. (Precise locations are unnecessary; the point of this section is to suggest the diversity of Indian people.)
2. See Study Guide 2, #7.
3. See Study Guide 1, #3, #8, and #9.
4. Lake Superior.
5. Hunting and fishing. Gathering woodland plants.
6. Trading post, Europeans (other answers possible). Metal was not native to the Indians but was introduced by Europeans.
7. Handmade pots. Cooking utensils were made of wood, clay, or birch bark.
8. Northern Mississippi Valley and western plains.
9. Lake Winnipeg.
10. The buffalo.

---

## Study Guide 6

- 1&2. Over 300 years of continuous operation. The first English ships brought trade goods into Hudson Bay in 1669 to trade for furs from the Indians. The Hudson's Bay Company was founded in 1670 and still has many department stores and retail outlets in Canada.
3. The Indians.
- 4&5. England, Holland, France, and, to a lesser degree, Russia. For hats and coats, and for trim on clothing.
6. Montreal. (The North West Company fought for control of the fur trade and merged with the Hudson's Bay Company in 1821.)
7. The American Fur Company. It was chartered in 1808 and headquartered in New York City. After 1816, foreigners were prohibited by Congress from entering the fur trade, and the American Fur Company monopolized the trade in the United States until the 1840s.
8. Mendota and Big Stone, Cass, Gull, Leech, Mille Lacs, Red and Sandy lakes, and on the Crow Wing and Red rivers.

Daily Log  
Enroute to  
Rainy Lake

Name	Class	Date	DAY					
			ITEM	1	2	3	4	5
			Flour/Sugar					
			Pemmican					
			Tobacco					
			Rum/Wine					
			Guns/Gunpowder					
			Blankets/Cloth					
			Beads/Trinkets					
			Kettles/Knives/ Metal/Tools					
			(%) Canoe Condition					
			(%) Morale					
			Hours of Daylight					



[illegible]

# Voyageur

## Sample Runs

Introductory frames set the scene, establish the situation, and tell student voyageurs their destination.

You are a Voyageur! You work for the North West Company. This is your first trip into the fur country west of Grand Portage on Lake Superior. Your legs sit easy in the canoe and your strong back can easily carry the 90-pound 'pieces'--four, if necessary!

Press **RETURN** to continue.

Students decide the combinations of supplies and trade goods carried in their canoes.

<u>Items</u>	<u>Supplies</u>	<u>Trade Goods</u>
Flour:	1	1
Pemmican:	4	
Tobacco:	2	2
Rum/Wine:	2	2
Guns/Gunpowder:	2	2
Blankets/Cloth:	2	2
Beads/Trinkets:		4
Kettles/Knives/Tools:	2	2
Total:		30

## Examples of Screen Output

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## Sample Runs

Events or poor weather conditions occur along the way to interfere with reaching Rainy Lake in the shortest number of days.



Heavy Fog

How many days do you want to delay?■

---

## Examples of Screen Output

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## **A Simulation of the Westward Movement**

Specific Topic:	Westward migration, Emigration, Geography of western U.S.
Type:	Simulation
Reading Level:	3 (Fry)
Grade Level:	3–6

---

### **Description**

Oregon simulates a trip along the Oregon Trail from Independence, Missouri, to Oregon City, Oregon, in 1847. The student reenacts the journey of a family of five that attempts to complete the 2040-mile trip in five to six months. At the beginning of the trip, the family has \$700 and a wagon. They must spend their money on oxen, food, ammunition, clothing, and miscellaneous supplies. The family tries to reach Oregon City.

---

### **Objectives**

- To learn about the westward movement in the 1800s
- To define “emigration” and learn some of the reasons why people emigrated during this period

# Oregon

- To learn about the Oregon Trail and become familiar with the geography of the western United States
- To read from diaries and original sources used in research
- To analyze the effects of natural events during migration
- To develop understanding of the economic systems during the period

---

## Background Information

During the thirty-year period from 1840 to 1870, thousands of pioneers traveled over the 2040-mile Oregon Trail to settle on the West Coast. To some, the history of the trail furnishes strong examples of such heroic American themes as “conquering the frontier” and “the pioneer spirit.” To others, the great western migration carries political overtones of the colonists and their descendants forcing out British imperialism and displacing native American Indians in an effort to dominate middle North America. At the very least, the journey over the trail represents the human stories of many individuals who, oblivious to historical trends, tried to survive as best they knew how.

# Oregon

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## **The Historical Validity of the Simulation**

Although original source material about the trip to Oregon is not plentiful, primary and secondary sources were used whenever possible to make the simulation authentic.

---

## **References supporting mileage and route of the Trail**

Morgan: insert, back cover, "Map of T.H. Jefferson—1849"

Hancock: xiv–xv, information based on a map of 1846

Meeker: pp. 252–53

Meeker: p. 61—Says travelers averaged 15–25 miles per day, though they didn't travel every day. In the simulation, players make about 175–200 miles every two-week period.

Ghent: p. 73—Says ox-drawn wagons made 2 miles per hour, or 20 miles on good days and 5–10 miles on bad days.

---

## **References supporting costs of resources**

Meeker:—Says in the 1850s sugar cost 18¢/lb. salt \$3.00/barrel, calico 15¢/yd.

Ghent: p. 99—Says a team of oxen cost about \$200 (for eight); refers to a guidebook of the time that recommends the following to be included for each adult:

150 lbs. of flour                      25 lbs. of bacon

25 lbs. of sugar                      15 lbs. of coffee

In the simulation, the player spends \$200 to \$300 on a team. Based on the Meeker information, if the average commodity cost about 20¢/lb. and the average family of five eats as much as four adults, a good food stock would cost about \$175. This is a reasonable amount to start with in the simulation.

---

## **Data in support of frequency of misfortunes**

A frequency analysis was made of events mentioned in the diaries of three people who traveled the entire length of the trail. This analysis is the basis for the probabilities of events occurring in the simulation. The probabilities of some events are based on the geographic features of the land—for example, bandits attack more frequently on the plains than in the mountains.

---

## **Other information**

Dates and days of the week are correct for 1847.

The average simulated trip takes about 12 “two-week” turns. There were six forts on the actual trail. In the simulation a player has the option of stopping at a fort every other turn.

---

## The Model

Below is a list of situations that the students will encounter, with frequency of occurrence and the consequences.

Occurrence	Frequency	Consequences
Getting lost in mountains	10% probability each turn in mountains	Slowed down
Wagon damaged in mountains	10% probability each turn in mountains	Slowed down
Blizzard	80% probability each turn in mountains before South Pass	Lose miscellaneous supplies Slowed down Illness if not enough clothing
	70% probability each turn in mountains between South Pass and Sierra Nevada mountains	



# Oregon

<b>Occurrence</b>	<b>Frequency</b>	<b>Consequences</b>
Broken wagon wheel	6% probability each turn	Slowed down Lose miscellaneous supplies
Ox injured	5% probability each turn	Slowed down rest of trip
Broken arm	2% probability each turn	Slowed down Lose miscellaneous supplies
Ox wanders off	2% probability each turn	Slowed down
Child gets lost	2% probability each turn	Slowed down
Bad water	5% probability each turn	Slowed down
Heavy rains	10% probability each turn on plains	Slowed down Lose food Lose miscellaneous supplies
Bandits attack	3% probability each turn	If out of ammunition, lose cash, ox, supplies If slow to shoot, lose ox and supplies

# Oregon

<b>Occurrence</b>	<b>Frequency</b>	<b>Consequences</b>
Fire in wagon	2% probability each turn	Slowed down Lose food Lose miscellaneous supplies
Fog	5% probability each turn	Slowed down
Snakebite	2% probability each turn	Lose miscellaneous supplies and ammunition
Wagon swamped in river	10% probability each turn	Slowed down Lose food Lose clothing
Wild animal attack	10% probability each turn	Lose food Lose clothing Lose ammunition
Cold weather	10% probability each turn in mountains	Illness if not enough clothing
Hailstorm	5% probability each turn	Slowed down Lose miscellaneous supplies

# Oregon

Occurrence	Frequency	Consequences
Illness	25% probability each turn if eating poorly	Slowed down Lose miscellaneous supplies
	19% probability each turn if eating moderately	
	13% probability each turn if eating well	
Indians help find food	6% probability each turn	Gain food
Perishing en route	If food runs out	
	If bullets run out and attacked	
	If miscellaneous supplies run low and you get sick or injured	
	If run out of cash and can't pay for doctor's services	

# Oregon

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## Use in an Instructional Setting

The Oregon simulation was not designed as a simple stand-alone classroom activity or as a game of “beat the computer.” Nor was it intended to be the focal point of a historical unit. It is assumed that the study of the Oregon Trail is used as a case study of some larger theme, such as the American westward movement, human emigration in history, or ventures into the unknown. Within such a theme, the Oregon simulation serves as a source of information that provides students with a chance to experience personally what they have previously only read or heard about.

---

## Lesson Plan 1

**Days 1–2:** Discuss in general the continuous westward movement, covering the first claims to the area, formation of the Oregon Territory, and movement into the area. On a bulletin board or chalkboard, map the area to be covered from Independence, Missouri, to Oregon City, Oregon, including the major milestones. Have students speculate on what a pioneer family needed to make the trip, and what might have occurred along the way.

# Oregon

**Day 3:** Discuss the specifics of the Oregon simulation, covering the amount of money available, length and time of journey, possible hardships, and mishaps and their consequences (see Handout 1). Have students keep a record of the journey, using Handouts 2a and 2b.

Break up into small groups and assign family roles. Arrive at initial estimates on spending. Appoint a trip leader to key in at the computer, as well as a map recorder, diary keeper, and treasurer. Run the simulation and analyze the results. Allow students to make changes if they wish. When first running the simulation, have students respond “Shaky knees” to the first question about how good they are with a rifle.

**Day 4:** Run the simulation a second or third time. Students may want to change to a higher level of shooting skill. Record progress at each two-week turn on the map (Handout 3). Have the diary keeper record mileage covered, events occurring, and results. Have the treasurer keep track of money spent at the beginning, losses along the way, and money spent at the forts.

# Oregon

## **Day 5: Follow-up Activities**

- Compare actual results to speculation made in the beginning.
- Discuss strategy and results—what changes were effective?
- Have one group write a letter to relatives back east, pointing out the hardships and how best to overcome them. Run the program based on these suggestions.
- Review the map for locations, forts, landmarks, and progress.

---

## **Lesson Plan #2**

**Day 1:** Have students go to the library and find information dealing with the Oregon Trail—its location, when it was used, and why. Some personal diaries may be found to add insight to the journey.

**Day 2:** Students can give short reports on their research, comparing notes on similar experiences on the trip. A list of hazards encountered along the trail can be written on the chalkboard. Use Handouts 2a and 2b.

# Oregon

**Day 3:** Correlate findings to related subjects. In language arts, students can write short stories or poems. Records, film strips, and songbooks can provide music of early pioneers. Students can form a pioneer band, using wash tubs, old jugs, and harmonicas. They can also try art works of various kinds—making clay pots, weaving, quilting, and drawing.

**Day 4:** Organize the class in groups of three to five students. Decide whether groups will make decisions together or if each student will respond to a specific question. Have each group run the simulation.

**Day 5:** Discuss the results of the simulation within the groups, based on their research. Do the results match? What things were different? Open the topic to the whole class for discussion.

---

## Follow-up Activities

From information received and recorded during the simulation, have students write diaries of what happened on “their” trip to Oregon.

## Oregon

---

It's 1847, and you'll be taking a trip over the Oregon Trail from Independence, Missouri, to Oregon City, Oregon. Your family of five will cover the 2,040-mile Oregon Trail in five to six months—if you make it alive.

You saved \$900 for the trip, and you've just paid \$200 for a wagon. You'll need to spend the rest of your money on the following items:

**Oxen**—You can spend \$200 to \$300 on your team. The more you spend, the faster you'll go, because you'll have stronger animals.

**Food**—The more good food you have, the less chance there'll be of getting sick.



**Ammunition**—One dollar buys a belt of 50 bullets. You'll need bullets for defense against attacks by animals and bandits, and for hunting food.

**Clothing**—This is especially important for the cold weather you'll encounter when crossing the mountains.

**Miscellaneous Supplies**—This includes medicine and other items you'll need for sickness and emergency repairs.

You can spend all of your money before you start your trip, or you can save some of your cash to spend at the forts when supplies run low. However, items cost more at the forts. You can also hunt along the way to get more food.

Whenever you have to use your "rifle" on the trip, follow the directions on the screen. (The faster you type, the better your chances.)

(Note: At each turn, all items except bullets are shown in dollar amounts. When asked to enter money amounts, don't use a "\$".)

Good Luck!

# Journal—Oregon Trail, 1847

Name _____	
Class _____	Date _____

Record your starting figures. On the lines below, keep track of events as they happen along the way. (You may not use all of the entry spaces, or you may have to add more.)

Oxen .....	_____
Food .....	_____
Ammunition .....	_____
Clothing .....	_____
Misc. Supplies .....	_____
Total .....	\$ _____

\$ \_\_\_\_\_ Saved

\$ \_\_\_\_\_ Spent

You have \$ \_\_\_\_\_ left to spend along the way.

Event: \_\_\_\_\_ Date \_\_\_\_\_ Miles \_\_\_\_\_  
 Food Bullets Clothing Misc. Cash  
 Outcome: \_\_\_\_\_

Event: \_\_\_\_\_ Date \_\_\_\_\_ Miles \_\_\_\_\_  
 Food Bullets Clothing Misc. Cash  
 Outcome: \_\_\_\_\_

Event: \_\_\_\_\_ Date \_\_\_\_\_ Miles \_\_\_\_\_  
 Food Bullets Clothing Misc. Cash  
 Outcome: \_\_\_\_\_

Event: \_\_\_\_\_ Date \_\_\_\_\_ Miles \_\_\_\_\_  
 Food Bullets Clothing Misc. Cash  
 Outcome: \_\_\_\_\_

Event: \_\_\_\_\_ Date \_\_\_\_\_ Miles \_\_\_\_\_  
 Food Bullets Clothing Misc. Cash  
 Outcome: \_\_\_\_\_

**Journal—Oregon  
Trail, 1847**

<hr/>				
Event: _____	Date _____	Miles _____		
Outcome: _____	Food _____	Bullets _____	Clothing _____	Misc. Cash _____
Event: _____	Date _____	Miles _____		
Outcome: _____	Food _____	Bullets _____	Clothing _____	Misc. Cash _____
Event: _____	Date _____	Miles _____		
Outcome: _____	Food _____	Bullets _____	Clothing _____	Misc. Cash _____
Event: _____	Date _____	Miles _____		
Outcome: _____	Food _____	Bullets _____	Clothing _____	Misc. Cash _____

## Journal Review

1. Did you make it to Oregon City? \_\_\_\_\_
2. If so, what date did you arrive? \_\_\_\_\_
3. If you didn't make it, you perished en route. Place an "x" before the most likely reason for your lack of success in reaching Oregon City:  

_____ Ran out of food	_____ Misc. supplies ran low; sick or injured
_____ Ran out of bullets	_____ Ran out of cash, no \$ for doctor
4. If you were the leader, how would you change your next trip in order to reach the end of the Oregon Trail in better condition?  
\_\_\_\_\_  
\_\_\_\_\_
5. What qualities would you most like to see in the people traveling with you?  
\_\_\_\_\_  
\_\_\_\_\_

# Handout 3 Map of Oregon Trail





# Oregon

## Sample Runs

The simulated trip on the Oregon Trail begins with a family of five, where they're headed...

This program simulates a journey over the Oregon Trail from Independence, Missouri, to Oregon City, Oregon, in the year 1847.

Your family of five will cover the 2040-mile trail in five to six months, if you make it alive! You have saved \$900 to spend for the journey, but you have just spent \$200 on a wagon.

Press **RETURN** to continue.

Oxen - You can spend \$200 to \$300 on a team. The more you spend, the faster you will go because you will have stronger animals.

Food - The more you have, the less chance there is of sickness.

Ammunition - \$1 buys a belt of 50 bullets. You'll be shooting at animals and bandits.

Clothing - This is very important for the cold weather you will encounter crossing the mountains.

Miscellaneous supplies - This includes medicine and other essentials.

Press **RETURN** to continue.

and what items they'll need to complete the 2040-mile journey.

## Examples of Screen Output



## Sample Runs

Choosing number 5 will give students the best chance to increase their food supply and to survive.

Enter one of the following numbers.  
The better you say you are, the faster  
you will have to be at typing in the  
word. Your choices are:

- 1) Ace marksman
- 2) Good shot
- 3) Fair to middlin'
- 4) Need practice
- 5) Shaky knees

Which number? ■

Having spent \$250 on a wagon, you have \$600 remaining to buy necessities and whatever else you might need along the way. (Remind students not to use the dollar sign when entering figures.)

You have \$100 to spend.

How much do you want to spend on:

Oxen .....	\$250
Food .....	\$ 75
Ammunition .....	\$100
Clothing .....	\$100
Miscellaneous Supplies .....	\$ 75

Total spent: \$600

You have \$100 left for the journey.

Press **RET/UP** to continue.

## Examples of Screen Output

# References

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The ATARI Learning Systems Expeditions program was developed by the Minnesota Computing Consortium (MECC). Fur Trade and Voyageurs were rewritten for the ATARI computer by Shirley Keran of the MECC staff, based on suggestions from Carolyn Gilman of the Minnesota Historical Society. Programming was by Cynthia Schroeder, assisted by Lance Allred and Tony Prokott, MECC staff. Oregon, written by Don Rawitsch of the MECC staff, was converted for the ATARI computer by Lance Allred. Adaptations to the support materials were made by Shirley Keran and Karen Hoelscher, MECC staff.

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